

Los Angeles County Gang Reduction Project

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Abstract

Within Los Angeles County Latinos are disproportionately involved with gangs relative to the proportion of Latinos within the Los Angeles County population. Children of low-income Hispanic single-mothers and immigrant parents living in areas of concentrated poverty face multiple risk factors to gang involvement. By improving income levels these parents will be able to better provide for their children financially. A reduction in hours work as a result of improved earnings potential, along with improved parental capacity will in turn help to improve educational attainment and reduce delinquency among Latino youth. Project outcomes include an increase in skills and knowledge to improve earnings potential, improved access to and knowledge of available resources, community members that are empowered to create their own employment opportunities, and improved parental capacity to provide the structure and support needed for inter-generational upward mobility. While progress towards these outcomes has been made, project outcomes have not yet been achieved due to delays related to capacity limits. Continued partner and community engagement as well as improving capacity by expanding resources will be needed to successfully attain outcomes.

1 Community Context

1.1 Community Profile

This Gang Reduction Project is based in Los Angeles, specifically targeting Concentrated Poverty Neighborhoods that are located primarily in South and East Los Angeles, as these two areas have particularly high levels of crime and poverty. According to the 2010 U.S. Census, residents with Hispanic or Latino heritage represented 47.7% of the total Los Angeles County population of 9,818,605. The poverty rate according to the 2009-2011 American Community Survey among this group is 22.4%, which is 4.1% above the county average. Household poverty is slightly lower at 20.4%, but show a greater gap at 5.8% higher than to the county average of 14.6% (U.S. Census Bureau, 2011).

The high poverty rate among the Hispanic population can be linked to several factors. The 2006-2010 American Community Survey indicates that Latinos have lower educational attainment than the total county population, with 28.4% having less than a 9th grade education compared to 13.8%, and 45.5% without a high school diploma compared to 23.9%. According to statistics on the California Postsecondary Education Commission (2009), those with less than a high school education have a 44.0% lower median income at \$17,772 than the average median income across all educational levels. Males with less than a high school education fare slightly better than females with a 2009 median income of \$20,361 compared to \$13,848.

In addition to low educational attainment, a high proportion of Latinos face cultural and language barriers as 43.9% of the Hispanic population were foreign born and 40.8% speaks English less than “very well” (U.S. Census Bureau, 2010). According to the 2011 American Community Survey, the Hispanic population also faces a higher unemployment rate at 13.3% which is 5.5% higher than the 7.8% unemployment rate for the county. Despite a lower

participation of Hispanic females in the workforce than males (57.7% versus 75.6%), the unemployment rate among Hispanic females at 14.4% is nearly two percent higher than the corresponding 12.5% male unemployment rate.

Latino children are especially susceptible to poverty and represent 43.7% of all Hispanics who live below the poverty line (U.S. Census Bureau, 2010); which is nearly twice the proportion for all of LA County (23.1%). Additionally, single parent households make up 57.6% of all family households living below the poverty line, and children living in single parent households are more than twice as likely to live in poverty (U.S. Census Bureau, 2010). Single mothers, specifically, represent 45.8% of all family households with children under 18 living in poverty. The children of single mothers are 2.5 times as likely to live in poverty as compared to those with two parents; compared to 1.5 times for those with single fathers (U.S. Census Bureau, 2010).

Within this environment, there are several risk factors that contribute to gang involvement, as evidenced by high levels of gang participation. The Los Angeles County Sheriff's Department (2011) reports that 592 (51.4%) of the 1,151 gangs and 61,096 (59.2%) of the 103,245 estimated total gang members in Los Angeles County are Hispanic. The proportion of Hispanic gang members relative to the total gang population is 11.5% higher than the percentage of Latinos relative to the total Los Angeles County population.

1.2 Community Need Assessment

A study on concentrated poverty neighborhoods (CPNs) in Los Angeles indicates that “more extreme cases of poverty were found in 8 percent of the City's tracts where 40 percent or more of the households were impoverished” (Matsunaga, 2010, p. 4). A deeper look into the population composition of these CPNs reveals that 74% of the residents are Latino and that

“Latinos are 13 times more likely than Whites to live in an area of concentrated poverty” (Matsunaga, 2010, 5). This is consistent with the Latino scorecard 2006: Road to action by the United Way of Greater Los Angeles (2006), which indicates that Latinos “have the lowest per capita income” and “the highest poverty rate (22%) of any ethnic group” (p. 5).

Within the Latino population, citizenship status is also correlated with poverty as “the foreign-born represent 80 percent of Latinos living in poverty with foreign-born non-U.S. citizens five times more likely than foreign-born naturalized citizens to be poor” (“United Way”, 2006, Economic Development p. 5). Latino immigrants make up a large portion of CPNs as “51 percent of CPN’s total populations were foreign-born” and “36 percent of CPN households were linguistically isolated” with most of these households speaking Spanish (Matsunaga, 2010, p. 6). Due to economic barriers faced by these groups, these “poor and immigrant hot zones” (“Advancement Project,” 2007, p. 1) have been identified as a petri-dish for gang violence within Los Angeles.

Residents of CPNs face disadvantages with respect to multiple social outcomes which places them at a disadvantage within the labor market. They have low educational attainment with 66% of CPN residents having, “less than a high school diploma” (Matsunaga, 2010, p. 7). This represents a concentrated proportion of Latinos without a high school education when compared to the educational attainment of the Hispanic county population. It also points to a higher dropout rate within CPNs compared to the already high “40% dropoff over four years of high school” (“United Way”, 2006, p. 5) among Latino students as a whole. Dropping out of school makes youth “more prone to participate in delinquent activities and associate in negative peer networks that include gang membership” (“Advancement Project,” 2007, p. 23). “Gang

members and other troubled youth are typically behind in school or are drop-outs” (“Advancement Project,” 2007, p. 23).

CPNs also have higher incidence of teenage pregnancies with “the rate of births among girls 19 years and younger” at “50 percent higher than the City’s average” (Matsunaga, 2010, p. 8). Teenage pregnancies are more likely to result in single mother households with statistically higher likelihood of poverty compared to other households. This in turn increases the likelihood of a lack of parental supervision, which has been identified as a risk factor for youth recruitment into gangs (“Advancement Project,” 2007, p. 22). The lack of a father figure within the household structure serves as another risk factor as “many male gang members interviewed cite the absence of their fathers and lack of attention from positive father-figures and role models as a central deficit in their lives” (“Advancement Project,” 2007, p. 22).

CPNs experience increased public safety concerns as well since “the rate of violent crimes is over 100 percent higher and the rate of property crime 50 percent higher than the City” (Matsunaga, 2010, p. 9). These high crime neighborhoods are especially prone to gang violence as, “75 percent of youth gang homicides in the state of California have occurred in Los Angeles County” (“Advancement Project,” 2007, p. 1). Living in these high crime neighborhoods increases the likelihood of these children having delinquent friends, which in turn “increases the chance that a youth will join a gang by replacing socialization by a positive caretaker with street socialization” (“Advancement Project,” 2007, p. 22).

Unemployment is also a concern as the labor force over the age of 16 reveals a “12 percentage point difference in employment rates between the City and CPNs and a 9 percentage point difference in their share of residents not in the labor force” (Matsunaga, 2010, p. 6). One factor contributing to this is reduced mobility with 41% of all households in CPNs lacking

“access to a private vehicle” (Matsunaga, 2010, p. 7). A notable finding based on a study of the relationship between socioeconomic factors and gang violence in LA, “the only two factors having a significant correlative relationship with the level of violence in an area where per capita income and proportion employed” (“Advancement Project,” 2007, p. 17). With low per capita income and high unemployment, CPNs are more susceptible to high levels of violence.

1.3 Project Target Community

The target community for this project will be Hispanic single-mothers and immigrant parents living in CPNs. Both these groups experience higher rates of marginalization, with immigrants making up a disproportionate percentage of CPNs and single-mothers a disproportionate percentage of families living in poverty. Single-mothers and immigrant parents living in poverty tend to face higher barriers to achieving self-sufficiency and as a result their children face greater vulnerabilities to gang-recruitment.

2 Problem Analysis

2.1 Problem Statement

The Hispanic population has a higher poverty rate than the remaining county populations, constitutes a disproportionate percentage of the CPN population, and experiences higher levels of negative social outcomes. More specifically, Hispanic children under 18 represent 43.7% of the Latino population living in poverty within Los Angeles County and face one or more risk factors for gang involvement. Latino youth living in CPNs are surrounded by risk factors to gang involvement and are growing up in what has been referred a petri-dish for gang violence within Los Angeles. Failure to address these risk factors will result in continued gang involvement among Latino youth at disproportionate levels.

Given that the only two factors that have a significant correlation with the level of violence in an area are per capita income and unemployment, an effective approach to reducing risk factors facing these youth would focus on improved earnings potential as well as access to and availability of employment opportunities within CPNs, specifically for immigrant parents and single mothers. Improving education levels, language skills, and technical training can expand employment opportunities to include those with increased earnings potential. Self-employment can also serve as a vehicle to overcome biases this population may encounter in seeking employment. More specifically, worker cooperatives would create improved income and job opportunities that are controlled by the worker-owners who have a vested interest in the economic health of the community.

2.2 Stakeholders

The primary stakeholder for the project is the Latino community, specifically immigrant parents and Hispanic single mothers living in concentrated poverty neighborhoods in Los Angeles County. They would participate in the project with the intent of improving their economic well-being and contributing to creating safer communities. Organizations offering English as a Second Language (ESL) classes, General Education Diploma (GED) preparation, and other training would serve as project partners. The California Center for Cooperative Development that seeks to promote the presence of cooperatives in California and will be an important resource for the project. The Los Angeles Police Department has a vested interest in reducing gang involvement and crime within Los Angeles County and could play an important role in promoting the project through referrals. The Los Angeles Unified School District could also assist in informing the community about the project given their interest in improving school retention and graduation rates as well as lowering crime among students. The local

municipalities, specifically those with high crime rates, as well as the Mayor of Los Angeles and other city departments, could serve as sponsors and help promote the project given their interest in improving the safety and economic health of their communities and the Los Angeles County. Other gang reduction and community development organizations could serve as partners and could benefit from forming an integrated network and having additional training and economic development opportunities available to their constituency.

The table below outlines strengths, weaknesses, opportunities, and threats of the project:

Table 1: SWOT Analysis

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Fills gap in current gang reduction efforts that focus on youth alone • Improved income potential allow parents to better support children • Owners of worker cooperatives have a vested interest in strengthening the community's economic health • Allows residents to take full ownership of economic well-being • Improved job security 	<ul style="list-style-type: none"> • Long work-hours limit time available for personal development • Worker cooperative success hinges on trust and collaboration among potential owners • The target demographic has low cash available to invest in start-up • Short time frame to demonstrate project impact • No secured funding for project • Untested solution or intervention for gang prevention and reduction
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Mayor supports gang reduction efforts • State and national political support for green energy • Business environment has been warm to social enterprises/social responsibility • Increased prominence of social media as marketing vehicle • Demand for green services and project due to attention on global warming and environmental responsibility 	<ul style="list-style-type: none"> • Higher income potential in drug trafficking • Long recession limits disposable income of potential customers • Bias based on stereotypes within the larger community against immigrants and poor Latinos • Low levels of education within project community • Low English language skills among many Latinos

2.3 Project Goals in CED Terms

The project community includes low-income single-mothers and immigrant parents, who have Hispanic heritage as a shared identity and who live in marginalized CPNs. The project seeks to develop the community in order to reduce gang membership among Latinos as a long-term outcome by introducing interventions that would address community risk factors to gang involvement. It will do so through enhancement of knowledge and skills needed to improve per capita income and reduce unemployment as economic risk factors to gang involvement. Short-term outcomes to achieve this include improving literacy, English language proficiency, and technical skills among the project community, as well as empowering them to create their own employment opportunities by equipping them with the necessary knowledge through a worker cooperative curriculum. Additionally, the project will enhance knowledge and skills of resources that would enable parents to participate in training, as well as those that would improve their capacity to provide the support needed to facilitate inter-generational upward mobility.

In the intermediate term, improved earnings potential and reduced unemployment among low-income Latino immigrant parents and single mothers, will enable them to provide better financial support to their children. Reduction in hours worked due to higher earnings and improved parental capacity will facilitate increased parental involvement, which should result in lower youth delinquency and safer communities. Lower exposure to crime within the community, financial stability and increased parental support and involvement will improve home environments and help reduce gang involvement among Latino youth in the long-term.

3 Literature Review

Over the past several decades the manufacturing industry has become globalized as “firms relocate factories across the globe in search of cheaper labor” (Ji, 2011, p. 336). This

trend has created social distancing that facilitates the exploitations of a transient workforce by multi-national corporations (Ji, 2011, p. 337). As migrant workers roam “the globe without connection to formal work, in search of jobs for survival” many will make their way to the United States where they “face some of the lowest wages and work exploitation when hired for episodic work” (Ji, 2011, p. 337). Los Angeles has not been immune to this phenomenon. The county has been impacted by relocation of factories as evidenced by “dramatic job contractions in the manufacturing sector” of more than 20% in both the central city and inner ring suburbs (Painter Liu & Zhuang, 2007, p. 2630). Los Angeles has also seen a large influx in the Latino immigrant population over the past several decades, many of them migrant workers “with hopes to improve the education of their children” (Behnke, Piercy & Diversi, 2004, p. 18).

Unfortunately this hope is often left disappointed, with research showing that second generation Latino immigrants are more likely than other immigrant groups to face downward mobility “including high school abandonment, unemployment or underemployment, poverty, premature childbearing, and incarceration” (Zhou, Lee, Vallejo, Tafoya-Estrada, & Xiong, 2008, p. 41).

Research has shown that “one of the best predictors of academic achievement or dropping out of school is youth educational aspirations” (Behnke et al., 2004, p. 16). Within the Hispanic population some of the reasons for low educational aspirations that have been presented are “parents’ inability to monitor children’s schoolwork, along with their limited abilities to converse in English” (Behnke et al., 2004, p. 17). Despite the fact that “many Latino parents have immigrated to the United States with hopes to improve the education of their children” the inability of parents to promote educational achievement feeds the demographic trends showing “that Latino youth are getting less than desirable levels of education” (Behnke et al., 2004, p. 18). Low educational attainment may also be correlated with the example set at home as there is

evidence of “parallel aspirations among some parents and their youth. Parents with expressed interest in becoming better educated, tended to have children with a greater degree of interest in college” (Behnke et al., 2004, p. 22). In light of this, “helping Latino parents to achieve their own academic goals may, in turn, help the transfer of heightened aspirations to their youth” (Behnke et al., 2004, p. 29). The barriers mentioned by both Latino parents and their children towards achieving aspirations identified the need for “increased access to information, support in gaining English proficiency, and more time for educational pursuits” (Behnke et al., 2004, p. 31) as methods to create upward mobility among this immigrant group.

Premature childbearing as another sign of downward mobility is reflected the 45.8% statistical representation of single mothers among Los Angeles County family households living below the poverty line (U.S. Census Bureau, 2010). This, in turn serves as a risk factor for other unfavorable indicators since “for Hispanic youth, parent-child involvement and coming from a single-parent family were significantly related to delinquency” (Krohn, Schmidt, Lizotte, & Baldwin, 2011, p. 23). Further examination of factors contributing to poverty among this group reveals that “50% of welfare recipients have not graduated from high school. From one third to almost one half of welfare recipients perform only at the lowest levels of literacy, whereas another one third performs at the second-to-lowest level” (Bok, 2004, p. 46). These statistics are reflected in concentrated poverty neighborhoods where 66% of the residents have “less than a high school diploma” (Matsunaga, 2010, p. 7). Statistics on employment and poverty shared by Bok (2004) reaffirms the economic vulnerability of uneducated poor Hispanic single-mothers who disproportionately rely on welfare:

Since welfare reform was implemented, individuals without high school diplomas or general equivalency diplomas (GEDs) who left welfare have been employed 61% of the

time, compared to 78% for those with high school diplomas or GEDs, and 28% of the less-educated leavers have never been employed, compared to only 13% of the more educated leavers. Moreover, leavers without high school diplomas or GEDs have poverty rates of 91% compared to 64% for those with high school diplomas or GEDs. (p. 41)

Bok (2004) also reveal that quick employment programs that offer job placement and basic training “help recipients work more in the short run, however the beneficial effects fade after 2 years because the approach does not help them find better jobs and keep jobs longer” (p. 47).

High school non-graduates, on the other hand, “who participated in basic education, followed by postsecondary training or education, earned an impressive 47% more over 3 years than did high school graduates who participated in basic education alone” (Bok, 2004, p. 47).

Both education and family structure as indicators of downward mobility have been linked to gang involvement. According to Hughes (2005), “self-identified gang members” generally report “less family, education, and childhood stability” and “gangs and gang banging have been described as a means by which members compensate for a strained home life and/or limited opportunities for economic and educational success” (p. 101). The decision to abandon education in favor of gang life may be due to inter-generational “disillusionment with and a lowering of expectations of what education could help them achieve” (Krohn et al., 2011, pp. 20-21). Another reason may be because “the typical instability in adolescence is heightened for Hispanic youth because they ‘find themselves in a position of socio-cultural disconnection, stranded between the traditional Latino culture and the dominant mainstream culture’ (Krohn et al., 2011, p. 20). This disconnect creates “difficulties in establishing a self-identity and having low self-esteem” (Krohn et al., 2011, p. 21). To youth living in low-income high crime neighborhoods, struggling with identity, and disillusioned with the benefits of education, gang

involvement may offer “protection, a sense of belonging, status, and/or support in coping with boredom and the exigencies of growing up under harsh social and economic circumstances” (Hughes, 2005, p. 101).

The research cited suggests that access to education, training, and resources that can be used along the path towards self-sufficiency could help to mitigate the risks towards gang involvement and crime that are faced by youth living in high poverty. Immigrant families already at the bottom of the economic ladder face higher rates of downward mobility upon moving to Los Angeles. Community organizations can help provide “a political space in which contingent workers are provided with continuous education” (Ji, 2011, p. 338). Though assimilation is essential, cultural abandonment is not and community centers can provide immigrant workers with a “a safe and stable political space for displaced workers to ‘draw a collective identity of workers who relate to each other more on the basis of ethnicity than occupation or industry” (Ji, 2011, p. 338). El Centro, a community organization working with immigrants in Colorado also cites a worker-owned cooperative as “one of the unique ways for El Centro to overcome the isolation fostered by social distancing” (Ji, 2011, p. 338) among marginalized workers. This cooperative was created “by low-income women as an economic development strategy, and it soon became an innovative way to build a sense of community” by “uniting workers as worker-owners, and fostering ‘cooperation, dignity, equity, self-determination and democracy’ in the working environment”(Ji, 2011, p. 338). Similarly, worker cooperatives in Los Angeles can serve as vehicle to provide employment and improved income, create a sense of belonging, provide resources and development opportunities, and restore a sense of hope to help facilitate inter-generational upward mobility in poor neighborhoods.

4 Project Design/Logic Model

The project aims to address the risk factors for gang involvement faced by Latino children living in poverty by improving household earnings potential, access to and availability of employment opportunities, as well as parental involvement and support among Hispanic single mothers and immigrant parents living below the poverty line. It seeks to do so by improving skills and knowledge that would contribute to increased earnings potential, improving access to and knowledge of resources available to help these families, empowering the target project community to create their own employment opportunities, and building parental capacity to provide the support and involvement needed for inter-generational upward mobility.

The project will improve skills and knowledge that would contribute to increased earnings potential by addressing literacy, linguistic isolation, and limited skills as prominent factors that limit mobility and contribute to marginalization of this community. It will establish a partnership with an existing GED program that will allow participants to obtain a GED certificate. This will expand the job pool available to this group, since certain jobs require a GED or high school graduation as a minimum requirement and also, improve earnings potential by up to 28.6% (California Post-secondary Education Commission, 2009). Similarly, the project will also establish partnerships with existing ESL programs to break down language barriers and improve access to the broader job market. To further improve earnings potential, the project will establish partnerships with technical trainers in “green” careers that have good demand in the market and will improve the prospects of earning an income.

The second outcome of the project will seek to improve access to resources available to help the target project community. The scope of this outcome is broad as it seeks to address a comprehensive set of needs - from addressing those that cause immediate financial hardship to

longer-term solutions that will lead to upward mobility, such as access to college. The focus will center on resources that can address barriers to taking steps to improved income and employment as well as those that can equip and empower the community to improve their earnings potential and employment opportunities. These resources will be made available to the community through educational workshops, information on a website and in booklets. The project will also develop an integrated network with influential partners to better connect clients with resources that may fall outside of the scope of the work done by respective partners.

The project will also empower community members to create their own employment opportunities by developing and teaching a worker cooperative curriculum. This business model was chosen as it creates more employment opportunities than sole proprietorships and because it empowers all workers who enter the business as owners rather than as employees alone. Owners of worker cooperatives are also more likely to reinvest locally as they have a vested interest in strengthening the local economy, and the workers are less likely to relocate a business on cost grounds as compared to a businesses owned by outside shareholders. The curriculum will be designed to equip participants to take steps toward creation of their own worker cooperatives.

Finally, the project will equip parents to provide the needed support and structure to their children to facilitate inter-generational upward mobility. This will include creation and facilitation of a curriculum to provide parents with the resources and skills needed to improve educational outcomes among Latino youth. An additional curriculum will focus on recognizing and addressing warning signs of gang involvement, along with mechanisms available to reduce the risk of gang involvement. In order to provide continued access to resources and support from a peer network the project will also establish support groups.

These outcomes aim to improve earnings potential of parents, which will improve their ability to meet the financial needs of their children. Improved earnings will reduce the hours parents need to work which, along with improved parenting capacity, will allow them to be more available to provide emotional and educational support to their children. This will reduce youth delinquency to create safer communities, and support the long-term outcome of reduced crime and gang involvement among youth.

Table 2: Logic Model

Long-term Outcome	Reduced crime and gang involvement among Latino youth			
Intermediate Outcome	Improved earnings potential enables parents to better care for their children financially and to be more available in parenting due to a reduction in the hours worked. Improved parental capacity facilitates better emotional support and upward inter-generational mobility. Improved economic and social outcomes results in safer communities.			
Short-term Outcomes	Improved skills and knowledge that would contribute to increased earnings potential	Improved access to/knowledge of resources available for help	Community members feel empowered to create their own employment opportunities	Parents feel equipped to provide the structure and support necessary to positively influence their children's' educational development and healthy social engagement

Table 3: Short-term Outcome 1 – Outputs and Activities

Outcome	Outputs	Activities
Improved skills and knowledge that would contribute to increased earnings potential	- 1 MOU with established GED program -25 students enrolled in GED classes	-Offer curriculum that leads to GED certification
	- 1 MOU with established ESL program -20 students enrolled in ESL classes	-Offer ESL classes
	- 3 MOUs with “green” educators -30 students enrolled in “green” training	-Identify technical training opportunities for environmentally friendly (green) jobs -Offer technical “green” training related to identified opportunities

Table 4: Short-term Outcome 2 – Outputs and Activities

Outcome	Outputs	Activities
Improved access to/knowledge of resources available for help	-1 Website that organizes resources available to community	-Develop a list of needed resources available to community
	-200 booklets that lists resources	
	-20 influential partners with community ties	-Create a network of partnerships that can refer or connect clients to available resources
	-5 educational workshops	-Educate community on available resources through workshops

Table 5: Short-term Outcome 3 – Outputs and Activities

Outcome	Outputs	Activities
Community members feel empowered to create their own employment opportunities	-1 curriculum that explains the process of creating a worker cooperative -50 community members enrolled in training curriculum	-Educate community members on the creation and benefits of worker cooperatives
	-5 partner organizations to provide space for classes	-Develop partnerships with organizations to host curriculum
	-5 MOUs with industry experts per identified need	-Educate those interested in developing cooperatives skills and knowledge of specific regulations to their enterprise

Table 6: Short-term Outcome 4 – Outputs and Activities

Outcome	Outputs	Activities
Parents feel equipped to provide the structure and support necessary to positively influence their children's' educational development and healthy social engagement	- 2 Parents Anonymous group in place	- Create support groups to facilitate ongoing resourcing to parents
	- 1 curriculum that highlights the benefits of education and resources available to assist students	- Educate parents on mechanisms to provide support for children's education
	- 1 curriculum that teaches parents the signs of gang involvement as well as strategies to prevent gang involvement	- Educate parents on recognizing and addressing signs of gang involvement

5 Methodology and Implementation Plan

5.1 Participants

The project expects to reach at least 200 Hispanic low-income single mothers and immigrant parents living in CPNs through the four short-term outcomes. Through the educational workshops and informational brochures the project will seek to reach and help at least 200 participants. The project will also help 25 participants attain a GED education, 20 participants to improve English language skills, provide technical “green” training to 30 participants, educate 50 participants on how to create a worker cooperative, and improve parental capacity for 30 parents through the support groups and curriculums that aim to improve parental support towards educational and social outcomes for children.

5.2 Community Role

Stakeholders for the project include one organization that provides GED preparation and testing and one that provides ESL training, as well as three other organizations offering training in “green” fields such as biofuels, solar panel installation, and green cleaning. These stakeholders would all play a crucial role in improving the skills of participants as a way to overcome barriers out of poverty.

The second set of stakeholders would be the 20 organizations that would partner to create a referral network and help connect the community to the resources they need. Without these stakeholders’ involvement, some of the resources available to the community may continue to exist in silos, with each addressing only those needs in which they have expertise. The barriers out of poverty and challenges faced by those living in poverty are complex and interrelated, and addressing one component but ignoring another could inhibit the attainment of self-sufficiency for clients. Additional stakeholders in this group will be organizations that agree to host

educational workshops regarding available resources and potentially the presenters at these workshops if they are not project staff. These stakeholders will be instrumental in increasing the reach of the program.

The third group of stakeholders will be those who help to design and teach the worker cooperative curriculum. These include umbrella organizations such as the California Center for Cooperative Development which will serve as a resource and potentially a partner, as well as other subject-area experts who will provide input. The input from these stakeholders will be critical to create a curriculum that will be relevant and help mobilize action. The trainers will play a crucial mentor role and will help facilitate the creation of local worker cooperatives.

The final set of stakeholders will be engaged in delivering the outputs to equip parents to provide the support and structure needed to improve educational and social outcomes among youth. The project will engage with the Los Angeles Unified School District as well as after-school and tutoring programs to design the curriculum that highlights the benefits of education along with resources available to assist students. Similarly the project will partner with the City of Los Angeles Office of Gang Reduction and Youth Development to design the curriculum aimed at teaching parents how to mitigate risk factors as well as recognize and address signs of gang involvement. Finally the project will partner with Parents Anonymous to establish parent support groups that will provide continuous access to resources and a peer support network.

5.3 Host Organization

The project will engage primarily faith-based establishments as host organizations. The reason for this is that these organizations are more influential in the community and they can provide facilities to host classes and educational workshops as well as support groups. The stakeholders that offer GED, ESL, and “green” training will also serve as host organizations and

will be responsible for providing the curriculum in these areas. My role will be to serve as Project Manager responsible for implementation of the project, development of community relationships, and recruitment and training of staff. Additionally I will work to develop partnerships to engage stakeholders and host organizations, and oversee development of a website, booklets, worker cooperative curriculum, and the curriculums to improve parental capacity in providing support to improve educational and social outcomes among youth.

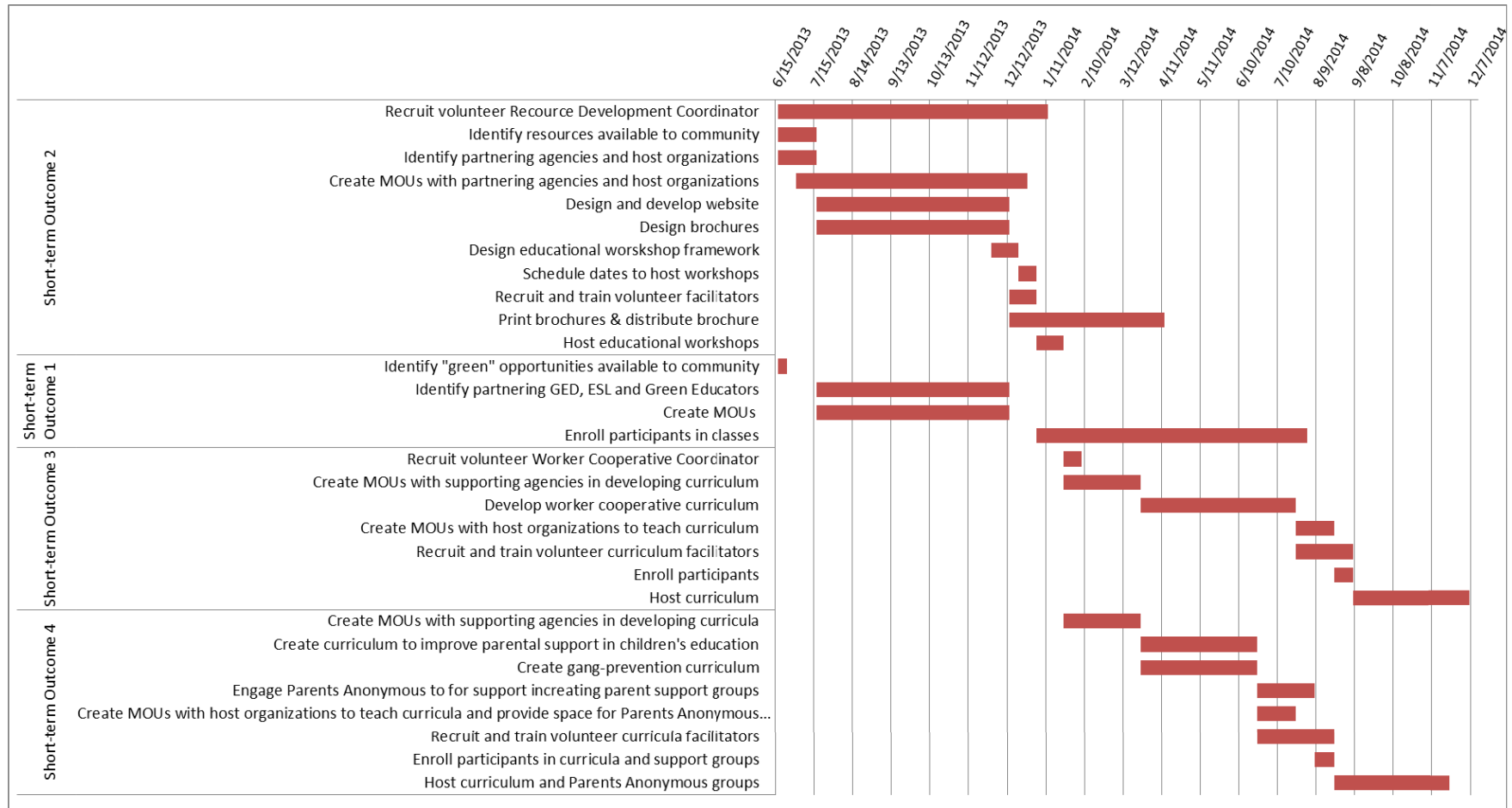
5.4 Project Roles and Staffing

The Resource Development Coordinator will identify resources available to the community and present those in a booklet and on website. Additionally this person will serve as the liaison between the project and the partner organizations. Once the website and booklet have been developed, this role will assist in recruiting and training volunteer facilitators for educational workshops, and oversee facilitation of educational workshops. This position will also liaise with partner organizations to create the curriculums to improve parental capacity in providing support to improve educational and social outcomes among youth, and help to establish Parent Anonymous groups. The Worker Cooperative Coordinator will help to develop the curriculum, assist in recruiting and training curriculum facilitators, and oversee facilitation of the worker cooperative curriculum training. The two roles will be responsible for monitoring and evaluation of the components within their respective positions.

5.5 Project Implementation Gantt Chart

The Gantt Chart is divided into four sections to group the activities related to each short-term outcome. This facilitates a view of the timeline of activities within each outcome. Activities within one outcome will overlap in timeframe with activities related to a different outcome. The chart also provides a view of which activities need to be undertaken concurrently.

Chart 1: Gantt Chart



*Gantt Chart has been modified from original timeline to reflect subsequent delays and adjustments.

5.6 Budget

The major cost component for this project would be personnel expenses associated with the coordinators, curriculum trainers and workshop facilitators. Based on monitoring and evaluation outcomes, the possibility of hiring paid staff will be explored in order to scale up the project. However, in the interest of minimizing cost the project, staff will initially be in-kind or volunteer-based. In-kind staff would be contracted through MOUs with host organizations. Similarly, the space to host classes and workshops will also be obtained in-kind through MOUs with host organizations.

GED and ESL training is offered through various community agencies at no cost to the students. The project will establish an MOU with such an organization to refer community members interested in improving their English language skills and/or education. Similarly, the project will explore in-kind services or scholarships through an MOU with “green” educators.

The costs associate with the project will be in developing and maintaining a website that will serve as single forum to enable community members to connect to various resources. Additional costs will be in printing brochures or booklets that will serve as a hard copy of information available on the website, and printing costs for the worker cooperative curriculum. A pro forma budget is can be viewed in Appendix 2.

6 Monitoring and Evaluation

6.1 Monitoring Indicators

Following is monitoring and reporting matrix that will be used to track key milestones for the project. There will be scheduled updates to this form to indicate status and timeliness as well as explanations for delay and alternative action if there are delays. Achievement of outputs will be used as monitoring indicators to measure progress.

Table 3: Monitoring and Reporting Matrix

Activities	Dates	Status	Timeliness	Explanation for Delay	Alternative Action	Attainment of Output
Recruit volunteer Recource Development Coordinator	Start: 17-Jun-13 End: 13-Jan-14					Target: 1 RD Coordinator hired To Date:
Identify resources available to community	Start: 17-Jun-13 End: 17-Jul-13					Target: 100 resources identified To Date:
Identify partnering agencies and host organizations	Start: 17-Jun-13 End: 17-Jul-13					Target: 40 potential partners identified To Date:
Create MOUs with partnering agencies and host organizations	Start: 1-Jul-13 End: 28-Dec-13					Target: 20 MOUs signed To Date:
Design and develop website	Start: 17-Jul-13 End: 14-Dec-13					Target: 1 website developed To Date:
Design brochures	Start: 17-Jul-13 End: 14-Dec-13					Target: 1 booklet design To Date:
Design educational workshop framework	Start: 30-Nov-13 End: 21-Dec-13					Target: 1 framework developed To Date:
Schedule dates to host workshops	Start: 21-Dec-13 End: 4-Jan-14					Target: 5 workshops scheduled To Date:
Recruit and train volunteer facilitators	Start: 14-Dec-13 End: 4-Jan-14					Target: 2 volunteer facilitators recruited To Date:
Print brochures & distribute brochure	Start: 14-Dec-13 End: 13-Apr-14					Target: 200 booklets printed/distributed To Date:
Host educational workshops	Start: 4-Jan-14 End: 25-Jan-14					Target: 5 workshops hosted To Date:
Identify "green" opportunities available to community	Start: 17-Jun-13 End: 24-Jun-13					Target: 10 opportunities identified To Date:
Identify partnering GED, ESL and Green Educators	Start: 17-Jul-13 End: 14-Dec-13					Target: 2 potential GED partners identified 2 potential ESL partners identified 6 potential "green" training partners identified To Date:
Create MOUs	Start: 17-Jul-13 End: 14-Dec-13					Target: 1 MOU with GED partner signed 1 MOU with ESL partner signed 3 MOUs with "green" training partners signed To Date:

Activities	Dates	Status	Timeliness	Explanation for Delay	Alternative Action	Attainment of Output
Enroll participants in classes	Start: 4-Jan-14 End: 2-Aug-14					Target: 25 GED students enrolled 20 ESL students enrolled 30 students enrolled in "green" technical training To Date:
Recruit volunteer Worker Cooperative Coordinator	Start: 25-Jan-14 End: 8-Feb-14					Target: 1 coordinator hired To Date:
Create MOUs with supporting agencies in developing curriculum	Start: 25-Jan-14 End: 26-Mar-14					Target: 5 MOUs signed To Date:
Develop worker cooperative curriculum	Start: 26-Mar-14 End: 24-Jul-14					Target: 1 curriculum developed To Date:
Create MOUs with host organizations to teach curriculum	Start: 24-Jul-14 End: 23-Aug-14					Target: 5 MOUs signed To Date:
Recruit and train volunteer curriculum facilitators	Start: 24-Jul-14 End: 7-Sep-14					Target: 5 facilitators recruited and trained To Date:
Enroll participants	Start: 23-Aug-14 End: 7-Sep-14					Target: 50 participants enrolled To Date:
Host curriculum	Start: 7-Sep-14 End: 6-Dec-14					Target: 50 graduates completed curriculum To Date:
Create MOUs with supporting agencies in developing curricula	Start: 25-Jan-14 End: 26-Mar-14					Target: 2 MOUs in place To Date:
Create curriculum to improve parental support in children's	Start: 26-Mar-14 End: 24-Jun-14					Target: 1 curriculum developed To Date:
Create gang-prevention curriculum	Start: 26-Mar-14 End: 24-Jun-14					Target: 1 curriculum developed To Date:
Engage Parents Anonymous to for support increasing parent support groups	Start: 24-Jun-14 End: 8-Aug-14					Target: 1 MOU with related framework for support group in place To Date:
Create MOUs with host organizations to teach curricula and	Start: 24-Jun-14 End: 24-Jul-14					Target: 2 MOUs in place To Date:
Recruit and train volunteer curricula facilitators	Start: 24-Jun-14 End: 23-Aug-14					Target: 4 volunteers recruited and trained To Date:
Enroll participants in curricula and support groups	Start: 8-Aug-14 End: 23-Aug-14					Target: 30 participants enrolled To Date:
Host curriculum and Parents Anonymous groups	Start: 23-Aug-14 End: 21-Nov-14					Target: 30 graduates completed and two Parents Anonymous groups in place To Date:

**Monitoring and Reporting Matrix has been modified from original timeline to reflect subsequent delays and adjustments.*

6.2 Monitoring, tools, and form

The matrix will be used to track overall progress but several activities will require individual checklists and forms as monitoring tools. For activities that require multiple steps, such as advertising and interviews in recruiting volunteer positions, and completing components in the website, curriculum, and workshop framework designs, checklists will be developed to track progress. For activities with outputs such as identifying 100 resources, or 40 potential partners, identified resources and partners will be stored in a database and progress will be measured by comparing the number achieved against the goal. Outputs related to community participation, such as class or training enrollment and completion, will be tracked using enrollment and attendance records that will be stored in a database as well.

6.3 Monitoring team/tasks

The monitoring team will be comprised of the Project Manager, Resource Development Coordinator, Worker Cooperative Curriculum Coordinator, curriculum facilitators, and ESL, GED, and “green” technical training partners. The Project Manager, Resource Development Coordinator, and Worker Cooperative Curriculum Coordinator will be responsible for the majority of monitoring tasks by updating checklists, collecting information from the other parties, and inputting information into the database. The curriculum facilitators and ESL, GED, and “green” technical training partners will be responsible for maintaining and providing enrollment and attendance records.

6.4 Monitoring schedule

Monitoring begin June 2013 and continue through implementation.

7 Evaluation

In the interest of accountability to both the project community and stakeholders providing resources for project implementation, it will be important to assess the value that the project is providing. This objective will be achieved through the use of both summative and formative evaluation of project outcomes. Summative evaluation will be used to identify benefits gained as a result of the project in numerical terms. Formative evaluation, on the other hand, will be valuable in improving project performance and productivity and allow the project to become sustainable.

In order to assess long-term project success one would observe the changes in the community relating to reduction in crime and increase in economic opportunities, as well as changes in gang affiliation, specifically among youth in at-risk communities. In the intermediate-term, the project will be evaluated by observing changes in household income among Latino families in at-risk communities, the average number of hours worked by parents, and the level of parental involvement and support in their children's lives. The project evaluation will focus on performance measures related to each of the four short-term outcomes of the project. It will do so by posing four questions:

- a) Has there been an increase in the income levels of project participants as a result of education and skills training?
- b) Are project participants taking steps to improve their economic well-being as a result of improved knowledge of and access to needed resources?
- c) Has there been an increase in self-employment through the creation of worker cooperatives among participants (as a result of the worker cooperative curriculum)?

- d) Are parents able to provide the necessary support and structure to encourage inter-generational upward mobility through improved educational and social outcomes?

7.1 Evaluation Variables and Indicators

The following outlines evaluation variables with related indicators of success:

Table 4

Outcome	Indicators/ Success Standard
Improved skills and knowledge that would contribute to increased earnings potential	<ul style="list-style-type: none"> · 90% of those enrolled in GED programs earn a certificate · 50% increase in English proficiency among ESL students in 6 months · 90% of those participating in technical training graduate · 100% of those technical training graduates find related employment · 75% of those participating in training report increased earnings within 6 months of completion
Improved access to/knowledge of resources available for help	<ul style="list-style-type: none"> · 100% of workshop attendees report improved knowledge of resources · 50% of organizations listed on website or in brochure report new clients as result of the workshops, website or brochure · 100% of partners report improved ability to connect clients to resources · 50% of participants are taking steps towards improving economic situation as a direct result of outlined resources
Community members feel empowered to create their own employment opportunities	<ul style="list-style-type: none"> · 50% of those who pass through the curriculum are working towards creating their own worker cooperative · 100% of participants report gaining sufficient knowledge to start their own worker cooperative
Parents feel equipped to provide the structure and support necessary to positively influence their children's' educational development and healthy social engagement	<ul style="list-style-type: none"> 100% of parents participating in the education-related curriculum report increased knowledge and readiness to provide educational support to their children 100% of parents participating in the gang-prevention curriculum report increased knowledge and readiness to facilitate positive social engagement among their children 100% of parents in Parents Anonymous group report continued learning and support through the network

7.2 Data gathering methods, tools, and forms

Data related to GED, ESL, and “green” technical training will be collected from the relevant project partners. This will include GED enrollment, attendance, and graduation records, ESL proficiency pre- and post-test results, and technical training enrollment and graduation records. Much of the remaining data will be gathered through use of surveys. This will include pre-and post-survey to identify training needs, establish baseline information, and subsequently measure changes in income and employment as a result of education and training.

Data relating to the change in participant knowledge regarding available resources will be collected through pre- and post-workshop surveys. The post-workshop survey will include a question for workshop participants to indicate if they intend to take steps to improve their economic well-being as a result of improved knowledge of resources. Additional follow-up will then be done through interviews and by cross-referencing enrollment records into the program and partner training programs to verify which workshop participants are actually taking steps to improve their economic well-being. There will also be a partner-organization survey that will be used to measure increases in partners’ clients as well as the change in the partners’ ability to connect clients to resources.

Data collection related to the worker cooperative curriculum will be done through both observation and surveys. Facilitators will be provided a form for use in documenting observations regarding participant learning in the worker cooperative curriculum. A post-curriculum survey will be used to measure curriculum participants’ perception of the sufficiency of the course in providing enough knowledge to start a worker cooperative, and to determine the number of participants working towards creating a worker cooperative.

Finally, data related to equipping parents to provide the structure and support necessary to facilitate improved educational and social outcomes among youth will be collected through interviews and surveys. Pre-and post-curriculum surveys will be used to measure changes in knowledge and self-perceived ability to provide the support for their children to improve educational outcomes and to mitigate, recognize, and address risk factors for gang involvement. Interviews will be used to assess the number and percentage of parents who indicate that they benefit from learning and peer support through Parents Anonymous groups.

7.3 Data Analysis

Data will be compiled into an Access database, from which comparative reports and analysis will be created. For activities that can accommodate ongoing data collection a dashboard will be established to flag items that may cause the results to fall short of established indicators. This will facilitate an earlier understanding of issues that may need to be investigated and addressed, such as a sharp drop of participants that remain enrolled in GED, ESL, or other training. For indicators that can only be measured following completion of an activity the results will be used to improve subsequent iterations of the activity. An example would be incorporating changes in educational workshops to improve effectiveness. A cost-benefit analysis will be done based on the cumulative financial benefit to project participants compared to the project cost. A cost effectiveness analysis will be computed based on the number of families helped by the project.

7.4 Evaluation Team and Tasks

The Program Manager, Resource Development Coordinator, and Worker Cooperative Curriculum Coordinator will be responsible for evaluation. The Resource Development Coordinator and Worker Cooperative Curriculum Coordinator will each be responsible for

administering surveys related to their area of responsibility. Additionally, the Resource Development Coordinator will be responsible for liaising with stakeholders to collect data. The Program Manager will design surveys and help administer them when needed, input the responses into the database, and analyze the data.

7.5 Evaluation Schedule

An evaluation schedule has been included as Appendix 4.

8 Sustainability

While the project may create short-term benefits for participants, it will be important to ensure sustainability of both the project and its benefits in order to ensure safer communities and reduced gang-involvement among Latino youth as a long-term outcome.

8.1 Sustainability elements

Improving the sustainability of the project and its benefits requires an understanding of the landscape and underlying factors that can affect the community. These include financial, political, and social circumstances.

The project was intentionally designed to minimize direct financial needs in order to allow for start-up without relying on grants by leveraging existing programs to provide a holistic approach. While less than 3% of the project budget is based on direct funding and the project does not face direct financial risks to sustainability, it does face indirect risks associated with a loss or reduction of funding among partner organizations. A loss or reduction of funding among project partners could result in a reduction in project capacity to meet client needs or in some instances an inability to meet certain specific needs. This risk could be reduced by further diversifying project partners to reduce reliance on any one partner, and by seeking grant funding

to reduce reliance on volunteer and in-kind donations. Another risk is that benefits associated with knowledge gained through completion of the worker cooperative curriculum may be short-lived if participants lack the capital needed to start worker cooperatives. This could be mitigated through partnerships with microfinance institutions to improve access to capital.

Politically areas of concentrated poverty that consist primarily of low-income Hispanics continue to be under prioritized. While exit polls demonstrate the significance of Latino and immigrant votes during local elections, this group remains the most marginalized and there seems to be a shortage of political will to invest in concentrated poverty neighborhoods. There has, however, been continued political support to address gang violence, though this has been with a specific focus on youth. Nationally immigration reform remains a contentious topic and failure to move forward in this area will result in continued exploitation of undocumented workers, which will perpetuate the cycle of poverty among undocumented immigrant families.

Within the larger society there also continues to be a stigma associated with low-income families as lazy, regardless of race. Additionally, there remains a stigma around Hispanics as a burden on society. This generates a level of unwillingness to invest resources towards enabling upward mobility among poor Hispanic immigrant and single-parent families. First generation immigrants may also fear loss of culture and resist levels of change that may be needed to assimilate into mainstream culture. This can contribute towards tension between traditional and mainstream culture among children of first generation immigrants, which could result in greater vulnerability to negative social pressure in an effort to belong.

8.2 Sustainability plan

The framework of the sustainability plan will be to further diversify available project resources in order to address financial risks and to secure greater community ownership of the

economic development process. This will allow for lower resistance to change that may be needed and improve outcomes to increase social and political confidence in the positive societal and economic effects of investing in low-income immigrant parents and single-mothers. Greater diversity in project resources will also reduce indirect financial risks to the project and expand the scope to address needs that are not met by current project partners. The vision is that by 2018 a loss of funding from any project partner would not significantly impact project activities or outcomes, and that the project facilitation will involve primarily administrative tasks needed to maintain a central link between partners as resources and a self-driven project community.

Key impacts would include improved security against financial risks to sustainability through an expanded partner base and increased access to capital needed to start worker cooperatives. Key political impacts would be increased support for gang-prevention programs that focus on family well-being through improved parental capacity rather than youth alone, increased investment in concentrated poverty neighborhoods, and immigration reform that recognizes all immigrants as contributing members of society and removes undocumented status as a leverage point for exploitation. Social key impacts would include recognition of the potential that exists among low-income Hispanics which would create a greater willingness to support expansion of resources to improve upward mobility among this group. An additional key impact would be assimilation that still respects and allows for retention of important cultural components.

In order to move this framework forward the following actions will be needed:

1. Continuously identify available resources, including grants and resources that would improve access to capital among low-income communities, and engage with the relevant organizations to create partnerships.

2. Raise awareness of the correlation between community crime with per capita income and unemployment and advocate for increased investment in concentrated poverty neighborhoods based on positive project outcomes.
3. Raise awareness of the negative impacts to society that results from exploitation of immigrants with undocumented work status, contrasted against positive contributions made by immigrants who are granted legal status, in support of immigration reform.
4. Raise awareness of the potential savings to society as a result of enabling self-sufficiency and upward mobility among low-income families compared costs generated by continued marginalization of Hispanics.
5. Identify and engage grassroots level community leaders to generate community ownership and facilitate economic development that remains sensitive to culture.

9 Results

Short-term outcome 1: Improved skills and knowledge that would contribute to increased earnings potential

Identified activities included providing access to a curriculum that would enable GED certification, offering ESL classes, identifying green career opportunities and offering technical training towards green jobs. Outputs would include one MOU each with an established GED organization and established ESL organization, and enrollment of 25 project participants in GED classes and 20 participants in ESL classes. An additional output would be the establishment of three MOUs with educators providing green training. Potential green training opportunities have been identified based on potential market need and access to training. Multiple GED, ESL, and green training organizations as potential partners have been identified, and one MOU has been secured with an organization providing training to women in green construction. Discussions are

under way to create the remaining MOUs to secure GED and ESL training as well as training in green cleaning and solar panel installation, with participant enrollment planned for the Winter and Spring sessions. Organizations contacted as potential partners have responded favorably, but progress has been slow due to capacity limitations resulting both from lack of success in recruiting volunteer project coordinators to aid in project implementation, and from existing workloads at contacted organizations. Due to delays from the original implementation plan there has not yet been a change in the skills and knowledge among project participants to contribute to increased earnings potential. However, there is continuing progress towards attaining this outcome.

Short-term outcome 2: Improved access to and knowledge of resources

Activities towards improving access to and knowledge of resources include developing a list of resources available to the community, creating a network of partners that can refer or connect clients to available resources, and educating the community on available resources through workshops. A list of over 100 available resources has been developed and relevant organizations have been contacted in an effort to create a partner network. This list is comprised of primarily resources that provide childcare, technical training, food assistance, housing assistance, free or affordable clothing, and legal assistance including immigration, and job preparation and placement services. Conversations towards creating partnerships and establishing MOUs to cover minimum levels of service and reporting protocols are under way. Additionally, a booklet that highlights resources has been designed and is ready for print and distribution during educational workshops. Construction of a website to highlight these resources is also in progress. The framework for planned educational workshops has not yet been developed but will be completed to showcase identified resources and project partners, and

facilitate enrollment into GED, ESL, and green technical training. As with the first short-term outcome the response from potential partners has been generally favorable, though progress has been slower than originally planned due to capacity limits. Additionally, funding has not yet been secured to print booklets, and distributing these at workshops will be subject to either securing funding or in-kind printing services. There has not yet been an improvement in the project community's access to or knowledge or resources, however progress has been made and continues towards achieving this outcome.

Short-term outcome 3: Community members feel empowered to create their own employment opportunities

Activities include educating community members on the creation and benefits of worker cooperatives, developing partnerships with organizations to host the curriculum, and educating those interested in developing cooperatives with skills and knowledge of specific regulations to their enterprise. Outputs would include five MOUs with industry experts per identified needs in creation of the worker cooperative, a curriculum that explains the process of creating a worker cooperative, partnerships with five organizations to provide space to host classes, and enrollment of 50 community members within the curriculum. Industry experts that can provide input into the curriculum have been identified, and a framework for the curriculum has been developed. However, due to capacity limits on the part of identified experts, no MOUs to aid in the development of the curriculum have been established. Additionally, capacity limits in project implementation without project coordinators has caused delays from the original implementation schedule in further development of the worker cooperative curriculum and in securing partnerships with organizations to host the curriculum. As a result of these capacity limits and subsequent delays this outcome has not been achieved. The focus has been on producing outputs

towards attaining the first two short-term outcomes, with continuation of activities towards empowering the project community to create their own worker cooperative planned upon completion of activities towards the first two outcomes.

Short-term outcome 4: Parents feel equipped to provide the structure and support necessary to positively influence their children's educational development and healthy social engagement

Activities towards the final outcome include educating parents on mechanisms to provide support for their children's education, educating parents on recognizing and addressing signs of gang involvement, and creating support groups to facilitate ongoing resourcing to parents in supporting positive educational and social outcomes for their children. Related outputs would include a curriculum that highlights the benefits of education and resources available to assist children of project participants, a curriculum that teaches parents how to recognize the signs of gang involvement as well as strategies for prevention, and establishment of two Parents Anonymous groups. Due introduction of this outcome after the initial project design as a modification to create a more well-rounded approach, and capacity limits in project implementation, no progress has been made towards achieving activities or outputs. As such, this outcome has not yet been achieved. Activities are planned to start upon completion of outputs related towards the first two outcomes.

An important lesson that surfaced during project implementation is that assumptions around activities critical to implementation need to be minimized. I had assumed that recruiting volunteer project coordinators would be easier than has been the case, and consequently built the original implementation timeline around this assumption. Delays in recruitment caused cascading delays in the remaining project activities. Similarly, assumptions around capacity and availability of potential project partners have also caused delays. The lesson moving forward

will be to limit assumptions in building out project activities and implementation schedules, and to anticipate delays in selecting timeframes for project implementation schedules. Additionally, it will be important to have the organizational structure, based on scope and activities, in place prior to the start of implementation. Finally, while some in-kind services and donations may be possible, the budget needs to realistically reflect funding needed implement the project, and sufficient funding needs to be secured prior to moving forward with implementation.

10 Conclusions and Recommendations

10.1 Prospects of Attaining Intermediate and Long-Term Outcomes

By addressing the barriers towards upward mobility faced by low-income Hispanic immigrant parents and single mothers, they will be empowered to provide improved financial and emotional support to their children. Through GED, ESL, and technical training these parents will improve earnings potential as well as their competitive position in the workplace. Improving employment and earnings potential will allow them to better provide for their children while working fewer hours than would be needed at wages that correspond to lower education levels and lower English proficiency.

Lack of access to resources such as childcare, housing assistance, and food assistance, however, can serve as barriers towards participation as long work hours needed to meet basic needs, or inability to leave children unsupervised, limits time available and ability to participate in skill development. Improving access to these resources will enable these parents to participate in training. Additionally, improved access to resources to assist in job readiness and job placement can increase access to higher paying employment opportunities than would be otherwise available.

Full dependence on the existing job market or employment opportunities, however, may not be sufficient to increase employment and earnings. Equipping project participants to create their own employment opportunities through the creation of worker cooperatives can not only reduce this dependence, but also improve available jobs for more than one project participant at a time, and for other members in the community. Successful attainment of this outcome, however, will depend on access to capital necessary to start worker cooperatives.

Finally, providing parents with the knowledge needed to provide educational and social support to their children can facilitate continued inter-generational upward mobility. Improved educational support from parents will improve student performance in school and increase graduation rates among Hispanic youth as a result of both a more positive educational experience, and reinforced communication regarding the benefits of education. Improved social support from parents can also help mitigate risks of gang involvement by redirecting youth towards more positive social experiences. A continued support network through the creation of Parents Anonymous groups will provide a platform for ongoing access to resources and emotional support to parents in addressing challenges they may face.

Witnessing the benefits of education in improving parents' ability to provide financially would help restore confidence among youth in the value of completing high school and, potentially, continued education. Higher earnings as a result of improved skills and educational levels, as well as an increase in available employment opportunities through the creation of worker cooperatives will help to improve the economic well-being of the community as a whole. This, along with improved availability and ability of parents to provide educational and social support should also mitigate gang involvement and help to create safer communities. Collectively, these outcomes would reduce the number and percentage of Hispanic youth within

current concentrated poverty neighborhoods that join gangs, and over time reduce the percentage of Hispanics within the overall LA county gang population.

Due to delays in project implementation from the original timeline there are not yet sufficient results to determine the prospects of achieving the intermediate and long-term project outcomes. Continued progress towards completing activities and producing related outputs is needed to achieve and evaluate short-term outcomes. Success in doing so will be dependent upon positive engagement of project partners in meeting the relevant needs of project participants. Additionally, low participant engagement would also limit the potential benefits and indicate a need to identify and address reasons for low participation. There will need to be a continued focus on strong partner and community engagement.

10.2 Personal Thoughts

The experience in designing and implementing this project has been challenging but a good learning experience. One challenge during this process was that the design took place without an existing network and connections that could be leveraged during implementation. Assumptions behind the project implementation schedule were optimistic, and there were delays from the original implementation plan as a result of the mismatch between assumptions and reality. Building the necessary connections for project implementation has been difficult in light of time and capacity constraints. While the intention was to delegate activities to volunteer project coordinators, this was not possible due to lack of success in recruiting for these positions.

Leading this project has been focused primarily on engagement with potential project partners, and not on leading a team in implementation since a project implementation team has not been established. Developing an interest around addressing risk factors for gang involvement, specifically in relation to the Hispanic population, has been a very educational

experience. Learning about the web of interrelated factors contributing to increased risk to gang involvement within the LA Hispanic population living in concentrated poverty neighborhoods has created a passion and drive to address marginalization in these communities. Leadership in this area has involved setting a vision and advocating for interventions that go beyond the focus on youth. Reporting and monitoring has been instrumental in managing where efforts need to be focused, and in identifying where adjustments were needed to account for delays. Additionally, the reflection that took place during reporting and monitoring helped to surface activities that were not bearing fruit and where different approaches were needed to move the project forward.

The role of a CED practitioner is to empower the community to improve their economic well-being. This experience has taught me that doing so effectively involves addressing multiple, often inter-dependent barriers to exiting poverty and requires strong community engagement. Capacity limits, both as it relates to the CED practitioner and CED organizations, will require delegation and likely partnering with other organizations. My advice to aspiring CED practitioners would be to engaging both the community and key stakeholders during project design. Doing so will also ensure that the project design meets community needs and account for potential constraints, which will reduce subsequent efforts needed to engage partners and the project community, limit potential delays in project implementation, and improve the likelihood of attaining project outcomes. Early effective and strong community engagement will also be critical to the sustainability of both the CED project or program and its benefits, which will be necessary to build credibility as a CED practitioner.

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12 Appendices

Appendix I: Stakeholder Matrix

Stakeholder	Stakeholder Interest(s) in the Project	Assessment of Impact	Potential Strategies for Obtaining Support or Reducing Obstacles
Los Angeles Police Department	Reduced gang crime	A	Communicate impact of economic benefits to create referral partnership
Los Angeles Unified School District	Increased school retention, lower crime among students	A	Communicate impact of economic benefits to create referral partnership
Mayor of Los Angeles	Economic growth, increased safety, and lower gang activity in LA	B	Articulate the impact of improved per capita income and employment on crime
Community (Los Angeles Hispanic residents)	Improved economic opportunities and safer communities	A	Organize and mobilize the community
City Departments of Los Angeles	Economic growth, increased safety, and lower gang activity in LA	B	Articulate the impact of improved per capita income and employment on crime
Local municipalities	Safer communities, improved economic health of communities	A	Articulate the impact of improved per capita income and employment on crime
Gang reduction and community development organizations	Additional training and economic opportunities available to constituency	B	Communicate impact of economic benefits to create referral partnership
Partner educators	Increased students that complete educational program	B	Articulate the importance and benefits of purchasing from worker cooperatives in terms of triple bottom line and strengthened local economy
California Center for Cooperative Development	Increase presence of and influence of cooperatives on economy	A	Set up meeting to discuss available resources and support

Assessment of Impact Legend: A = extremely important, B = fairly important, and C= not very important

Appendix 2: Budget

Description	Budget
<u>Income</u>	
In-kind	123,045
Donations	3,509
Total Income	126,554
<u>Expenses</u>	
Salaries	48,600
Taxes and benefits	17,010
Transportation	1,485
Facilities	2,100
"Green" training	53,850
Website	509
Booklets (200)	1,000
Curriculum (4x50ea)	2,000
Total Expenses	126,554
Net	-

a. June 30, 2013

1									
2									
12	A	B	C	D	E	F	G	H	I
1	Monitoring Report for the Month of:		June, 2013						
2	Monitor's Name:		Sunee Thorsen						
3									
4	Activities	Dates	Status	Timelines	Explanation for Delay	Alternative Action	Attainment of Output		
5	Recruit volunteer Resource	Start: 17-Jun-13	Partially completed	Delayed	Posted listings but there has been a lack of responses to volunteer position postings	Identify partner organizations willing to provide in-kind staff	Target: 1 RD Coordinator hired		
6	Development Coordinator	End: 1-Jul-13					To Date: 0		
7	Identify resources available to	Start: 17-Jun-13	Partially completed	On schedule	n/a	n/a	Target: 100 resources identified		
8	community	End: 17-Jul-13					To Date: 59 identified		
9	Identify partnering agencies and host organizations	Start: 17-Jun-13	Partially completed	On schedule	n/a	n/a	Target: 40 potential partners identified		
10		End: 17-Jul-13					To Date: 11 potential partners identified		
27	Identify "green" opportunities available to community	Start: 17-Jun-13	Fully completed	On schedule	n/a	n/a	Target: 10 opportunities identified		
28		End: 24-Jun-13					To Date: 12 opportunities		
35	Recruit volunteer Worker	Start: 17-Jun-13	Partially completed	Delayed	Posted listings but there has been a lack of responses to volunteer position postings	Identify partner organizations willing to provide in-kind staff	Target: 1 coordinator hired		
36	Cooperative Coordinator	End: 1-Jul-13					To Date:		
37	Create MOUs with supporting agencies in developing curriculum	Start: 17-Jun-13	Not started	Delayed	There have been delays in filling coordinator positions and energy has been focused on identifying resources and potential partners in order to obtain in-kind services as an alternative to recruiting volunteers.	Contact supporting agencies starting the week of July 1, move due date to July 31 to accommodate for capacity issues absent of two coordinators.	Target: 5 MOUs signed		
38		End: 1-Jul-13					To Date:		
39	Develop worker cooperative curriculum	Start: 22-Jun-13	Not started	Delayed	There have been delays in filling coordinator positions and energy has been focused on identifying resources and potential partners in order to obtain in-kind services as an alternative to recruiting volunteers.	Start research on curriculum week of July 1, move deadline to August 31. Further flexibility may be needed due to delays in creating MOUs with supporting agencies.	Target: 1 curriculum developed		
40		End: 21-Aug-13					To Date:		
49									

b. July 14, 2013

Monitoring Report for the Month of: 14-Jul-13
Monitor's Name: Sunee Thorsen

Activities	Dates	Status	Timeliness	Explanation for Delay	Alternative Action	Attainment of Output
Recruit volunteer Resource Development Coordinator	Start: 17-Jun-13 End: 1-Jul-13	Partially completed	Delayed	Posted listings but there has been a lack of responses to volunteer position postings	Identify partner organizations willing to provide in-kind staff	Target: 1 RD Coordinator hired To Date: 0
Identify resources available to community	Start: 17-Jun-13 End: 13-Jul-13	Fully completed	On schedule	n/a	n/a	Target: 100 resources identified To Date: 100+ identified
Identify partnering agencies and host organizations	Start: 17-Jun-13 End: 17-Jul-13	Partially completed	On schedule	n/a	n/a	Target: 40 potential partners identified To Date: 35 potential partners identified
Create MOUs with partnering agencies and host organizations	Start: 1-Jul-13 End: 31-Jul-13	Not started	Delayed	Lack of volunteer coordinators has delayed progress since only project manager is engaged in activities	Push back both start and end dates by 2 weeks based on completion of identifying 100 resources and 40 potential partner organizations.	Target: 20 MOUs signed To Date: 0 MOUs signed
Identify "green" opportunities available to community	Start: 17-Jun-13 End: 24-Jun-13	Fully completed	On schedule	n/a	n/a	Target: 10 opportunities identified To Date: 12 opportunities
Identify partnering GED, ESL and Green Educators	Start: 1-Jul-13 End: 13-Jul-13	Fully completed	On schedule	This activity is not delayed but was started ahead of the scheduled start date (7/1/13). This activity took place concurrently with identifying 100 resources available to the community.	n/a	Target: 2 potential GED partners identified 2 potential ESL partners identified 6 potential "green" training partners identified 8 potential GED partners identified To Date: 8 potential ESL partners identified 7 potential "green" training partners identified
Create MOUs	Start: 1-Jul-13 End: 31-Jul-13	Not started	Delayed	The planned start date was ahead of the start date for identifying potential GED, ESL, and Green Educator partners.	Change the start date to line up with completion of identifying and reaching out to potential partners (tentatively 7/15/13)	Target: 1 MOU with GED partner signed 1 MOU with ESL partner signed 3 MOUs with "green" training partners signed To Date: 0 MOUs signed
Enroll participants in classes	Start: 4-Sep-13 End: 3-Dec-13			n/a	n/a	Target: 25 GED students enrolled 20 ESL students enrolled 30 students enrolled in "green" technical training To Date:
Recruit volunteer Worker Cooperative Coordinator	Start: 17-Jun-13 End: 1-Jul-13	Partially completed	Delayed	Posted listings but there has been a lack of responses to volunteer position postings	Identify partner organizations willing to provide in-kind staff	Target: 1 coordinator hired To Date: 0
Create MOUs with supporting agencies in developing curriculum	Start: 15-Jul-13 End: 31-Jul-13	Not started	Delayed	There have been delays in filling coordinator roles due to lack of responses, and also with the proposed identification of support/host agencies that can provide in-kind staff due to no volunteer help.	Contact supporting agencies starting the week of July 14, move due date to August 7 to accommodate for capacity issues absent of two coordinators.	Target: 5 MOUs signed To Date:
Develop worker cooperative curriculum	Start: 1-Jul-13 End: 31-Aug-13	Partially completed	On schedule	Reviewed three booklets that describe components involved in the creation of a worker cooperative. Created outline for worker cooperative curriculum, identified input needed from key partners/subject matter experts, and highlighted key components from existing resources to include.	Continue developing worker cooperative, engaging with subject matter experts once MOUs are in place	Target: 1 curriculum developed To Date: Outline in place, components identified, subject matter expert input needs identified

c. July 28, 2013

Monitoring Report for the Month of: 28-Jul-13
 Monitor's Name: Sunee Thorsen

Activities	Dates	Status	Timeliness	Explanation for Delay	Alternative Action	Attainment of Output
Recruit volunteer Recourse Development Coordinator	Start: 17-Jun-13 End: 1-Jul-13	Partially completed	Delayed	Posted listings but there has been a lack of responses to volunteer position postings	Identify partner organizations willing to provide in-kind staff	Target: 1 RD Coordinator hired To Date: 0
Identify resources available to community	Start: 17-Jun-13 End: 13-Jul-13	Fully completed	On schedule	n/a	n/a	Target: 100 resources identified To Date: 100+ identified
Identify partnering agencies and host organizations	Start: 17-Jun-13 End: 20-Jul-13	Fully completed	On schedule	n/a	n/a	Target: 40 potential partners identified To Date: 40 potential partners identified
Create MOUs with partnering agencies and host organizations	Start: 20-Jul-13 End: 31-Oct-13	Partially completed	Delayed	Lack of volunteer coordinators has delayed progress since only project manager is engaged in activities, potential host/partner organizations have expressed interest in potential partnership but slow responsiveness in scheduling meetings is causing further delays.	Push back end date by 3 months to more accurately reflect anticipated completion date based on current pace	Target: 20 MOUs signed To Date: 0 MOUs signed, reached out to 20 organizations, 2 meetings scheduled, left messages/sent e-mails to remaining
Design and develop website	Start: 17-Jul-13 End: 16-Aug-13	Partially completed	On schedule	n/a	n/a	Target: 1 website developed To Date:
Identify "green" opportunities available to community	Start: 17-Jun-13 End: 24-Jun-13	Fully completed	On schedule	n/a	n/a	Target: 10 opportunities identified To Date: 12 opportunities
Identify partnering GED, ESL and Green Educators	Start: 1-Jul-13 End: 13-Jul-13	Fully completed	On schedule	n/a	n/a	Target: 2 potential GED partners identified 2 potential ESL partners identified 6 potential "green" training partners identified 8 potential GED partners identified To Date: 8 potential ESL partners identified 7 potential "green" training partners identified
Create MOUs	Start: 1-Jul-13 End: 30-Aug-13	Partially completed	Delayed	It seems that no one is available to answer the phones when calling, offices may be closed during the summer since several programs are based in the Los Angeles Unified School District.	Move end date back by 1 month in anticipation of staff being available to answer phones and agree to MOU in August.	Target: 1 MOU with GED partner signed 1 MOU with ESL partner signed 3 MOUs with "green" training partners signed To Date: 0 MOUs signed
Recruit volunteer Worker Cooperative Coordinator	Start: 17-Jun-13 End: 1-Jul-13	Partially completed	Delayed	Posted listings but there has been a lack of responses to volunteer position postings	Identify partner organizations willing to provide in-kind staff	Target: 1 coordinator hired To Date: 0
Create MOUs with supporting agencies in developing curriculum	Start: 15-Jul-13 End: 31-Aug-13	Partially completed	Delayed	Delays due to capacity issues as a result of the inability to recruit 2 volunteer roles. Sent out initial e-mails but no responses have been received yet.	Push back end date by 1 month to account for capacity issues	Target: 5 MOUs signed To Date:
Develop worker cooperative curriculum	Start: 1-Jul-13 End: 31-Aug-13	Partially completed	On schedule	n/a	n/a	Target: 1 curriculum developed To Date: Outline in place, components identified, subject matter expert input needs identified

d. August 11, 2013

Monitoring Report for the Month of: 11-Aug-13
Monitor's Name: Sunee Thorsen

Activities	Planned Dates	Status	Timeliness	Explanation for Delay	Alternative Action	Attainment of Output	Actual/ Anticipated Dates	Comments
Recruit volunteer Resource Development Coordinator	Start: 17-Jun-13 End: 1-Jul-13	Partially completed	Delayed	Posted listings but there has been a lack of responses to volunteer position postings	Identify partner organizations willing to provide in-kind staff	Target: 1 RD Coordinator hired To Date: 0	Start: 17-Jun-13 End: 1-Sep-13	Identify partner organizations willing to provide in-kind staff
Identify resources available to community	Start: 17-Jun-13 End: 17-Jul-13	Fully completed	On schedule	n/a	n/a	Target: 100 resources identified To Date: 100+ identified	Start: 17-Jun-13 End: 13-Jul-13	n/a
Identify partnering agencies and host organizations	Start: 17-Jun-13 End: 17-Jul-13	Fully completed	On schedule	n/a	n/a	Target: 40 potential partners identified To Date: 40 potential partners identified	Start: 17-Jun-13 End: 20-Jul-13	n/a
Create MOUs with partnering agencies and host organizations	Start: 1-Jul-13 End: 31-Jul-13	Partially completed	Delayed	Difficulty in reaching relevant staff and slow response time from contacted potential partners. This activity is also competing with development of the website, brochures, and the worker cooperative curriculum, and was progress was further delayed due to illness in the past week.	Push back end date by 3 months to more accurately reflect anticipated completion date based on current pace. Adjust approach to increase engagement.	Target: 20 MOUs signed 1 informal agreement in place, to create MOU, 2 potential meetings this coming week, several e-mails sent.	Start: 20-Jul-13 End: 6-Dec-13	Will reach out to potential partners to obtain input for the website and brochures and raise the potential for a partnership at close of interviews.
Design and develop website	Start: 17-Jul-13 End: 16-Aug-13	Partially completed	Delayed	Expanding the website beyond the initial scope to include input based on interviews with partners and/or resources listed.	Push back deadline to allow for sufficient time to complete interviews.	Target: 1 website developed To Date: framework in place	Start: 17-Jul-13 End: 15-Oct-13	Under development, outline finished need to fill in components.
Design brochures	Start: 31-Jul-13 End: 14-Aug-13	Partially completed	Delayed	Will include input from interviews with partners and/or resources (similar to website).	Push back deadline to allow for sufficient time to complete interviews.	Target: 1 booklet design To Date: outline and part of framework in place	Start: 31-Jul-13 End: 15-Oct-13	Outline finished, framework under development.
Design educational workshop framework	Start: 31-Jul-13 End: 14-Aug-13	Not started	Delayed	Too many competing activities with only one person working on them, will complete the website and brochures/booklets prior to designing the educational workshop framework.	Adjust deadline based on delayed start date.	Target: 1 framework developed To Date:	Start: 15-Oct-13 End: 30-Oct-13	n/a
Identify "green" opportunities available to community	Start: 17-Jun-13 End: 24-Jun-13	Fully completed	On schedule	n/a	n/a	Target: 10 opportunities identified To Date: 12 opportunities	Start: 17-Jun-13 End: 24-Jun-13	n/a
Identify partnering GED, ESL and Green Educators	Start: 17-Jul-13 End: 16-Aug-13	Fully completed	On schedule	n/a	n/a	Target: 2 potential GED partners identified 2 potential ESL partners identified 6 potential "green" training partners identified 8 potential GED partners identified 8 potential ESL partners identified 7 potential "green" training partners identified To Date:	Start: 1-Jul-13 End: 13-Jul-13	n/a
Create MOUs	Start: 1-Jul-13 End: 31-Jul-13	Partially completed	Delayed	Difficulty in reaching relevant staff to establish MOUs as many offices were closed during the summer.	Adjust deadline based on revised timeframe for project for projected enrollment in January as well as partner office hours (anticipated ability to reach contacts), continue to reach out to establish partnerships.	Target: 1 MOU with GED partner signed 1 MOU with ESL partner signed 3 MOUs with "green" training partners signed To Date: 0 MOUs signed	Start: 1-Jul-13 End: 6-Dec-13	Based on scheduled start dates for most programs participant enrollment for the fall quarter will not be possible.
Recruit volunteer Worker Cooperative Coordinator	Start: 17-Jun-13 End: 1-Jul-13	Partially completed	Delayed	Posted listings but there has been a lack of responses to volunteer position postings	Identify partner organizations willing to provide in-kind staff	Target: 1 coordinator hired To Date: 0	Start: 17-Jun-13 End: 1-Sep-13	Identify partner organizations willing to provide in-kind staff
Create MOUs with supporting agencies in developing curriculum	Start: 17-Jun-13 End: 1-Jul-13	Partially completed	Delayed	Difficulty in securing partnerships due to capacity limits on the part of potential partners.	Adjust approach to minimize active participation and potentially increase willingness to provide input. Adjust deadline to accommodate delays to date.	Target: 5 MOUs signed To Date:	Start: 15-Jul-13 End: 14-Sep-13	Will use existing resources to develop curriculum and ask subject matter experts for agreement to review and provide feedback.
Develop worker cooperative curriculum	Start: 22-Jun-13 End: 21-Aug-13	Partially completed	On schedule	Too many competing activities with only one person working on them, framework as well as some of the initial pieces are in place but will not be completed by the initial deadline.	Postpone completion of curriculum to more realistic date based on competing priorities.	Target: 1 curriculum developed To Date: Outline in place, components identified, subject matter expert input needs identified	Start: 1-Jul-13 End: 21-Dec-13	n/a

e. August 25, 2013

Monitoring Report for the Month of: 25-Aug-13
Monitor's Name: Suneer Thorsen

Activities	Planned Dates	Status	Timeliness	Explanation for Delay	Alternative Action	Attainment of Output	Actual/ Anticipated Dates	Comments
Recruit volunteer Resource Development Coordinator	Start: 17-Jun-13 End: 1-Jul-13	Partially completed	Delayed	Posted listings but there has been a lack of responses to volunteer position postings	Identify partner organizations willing to provide in-kind staff	Target: 1 RD Coordinator hired To Date: 0	Start: 17-Jun-13 End: 1-Sep-13	Identify partner organizations willing to provide in-kind staff
Identify resources available to community	Start: 17-Jun-13 End: 17-Jul-13	Fully completed	On schedule	n/a	n/a	Target: 100 resources identified To Date: 100+ identified	Start: 17-Jun-13 End: 13-Jul-13	n/a
Identify partnering agencies and host organizations	Start: 17-Jun-13 End: 17-Jul-13	Fully completed	On schedule	n/a	n/a	Target: 40 potential partners identified To Date: 40 potential partners identified	Start: 17-Jun-13 End: 20-Jul-13	n/a
Create MOUs with partnering agencies and host organizations	Start: 1-Jul-13 End: 31-Jul-13	Partially completed	Delayed	Difficulty in reaching relevant staff and slow response time from contacted potential partners. This activity is also competing with development of the website, brochures, and the worker cooperative curriculum.	Push back end date by 3 months to more accurately reflect anticipated completion date based on current pace. Adjust approach to increase engagement.	Target: 20 MOUs signed To Date: 1 informal agreement in place, to create MOU, 2 potential meetings this coming week, several e-mails sent.	Start: 20-Jul-13 End: 6-Dec-13	Have started reaching out to potential partners to obtain input for the website and brochures, will raise the potential for a partnership at close of interviews.
Design and develop website	Start: 17-Jul-13 End: 16-Aug-13	Partially completed	Delayed	Expanding the website beyond the initial scope to include input based on interviews with partners and/or resources listed.	Push back deadline to allow for sufficient time to complete interviews.	Target: 1 website developed To Date: framework in place	Start: 17-Jul-13 End: 15-Oct-13	Under development, outline finished and different components are being built out.
Design brochures	Start: 31-Jul-13 End: 14-Aug-13	Partially completed	Delayed	Will include input from interviews with partners and/or resources (similar to website).	Push back deadline to allow for sufficient time to complete interviews.	Target: 1 booklet design To Date: outline and part of framework in place	Start: 31-Jul-13 End: 15-Oct-13	Outline finished, framework under development and different components are being built out alongside work on website.
Design educational workshop framework	Start: 31-Jul-13 End: 14-Aug-13	Not started	Delayed	Too many competing activities with only one person working on them, will complete the website and brochures/booklets prior to designing the educational workshop framework.	Adjust deadline based on delayed start date.	Target: 1 framework developed To Date:	Start: 15-Oct-13 End: 30-Oct-13	n/a
Schedule dates to host workshops	Start: 14-Aug-13 End: 28-Aug-13			n/a	n/a	Target: 5 workshops scheduled To Date:	Start: 21-Nov-13 End: 6-Dec-13	n/a
Recruit and train volunteer facilitators	Start: 14-Aug-13 End: 4-Sep-13			n/a	n/a	Target: 2 volunteer facilitators recruited To Date:	Start: 21-Nov-13 End: 6-Dec-13	n/a
Print brochures & distribute brochure	Start: 14-Aug-13 End: 12-Dec-13			n/a	n/a	Target: 200 booklets printed/distributed To Date:	Start: 6-Dec-13 End: 20-Jan-14	n/a
Host educational workshops	Start: 4-Sep-13 End: 25-Sep-13			n/a	n/a	Target: 5 workshops hosted To Date:	Start: 6-Dec-13 End: 21-Dec-13	n/a
Identify "green" opportunities available to community	Start: 17-Jun-13 End: 24-Jun-13	Fully completed	On schedule	n/a	n/a	Target: 10 opportunities identified To Date: 12 opportunities	Start: 17-Jun-13 End: 24-Jun-13	n/a
Identify partnering GED, ESL and Green Educators	Start: 17-Jul-13 End: 16-Aug-13	Fully completed	On schedule	n/a	n/a	Target: 2 potential GED partners identified 2 potential ESL partners identified 6 potential "green" training partners identified 8 potential GED partners identified 8 potential ESL partners identified 7 potential "green" training partners identified To Date:	Start: 1-Jul-13 End: 13-Jul-13	n/a

Activities	Planned Dates	Status	Timeliness	Explanation for Delay	Alternative Action	Attainment of Output	Actual/ Anticipated Dates	Comments
Create MOUs	Start: 1-Jul-13 End: 31-Jul-13	Partially completed	Delayed	Difficulty in reaching relevant staff to establish MOUs as many offices were closed during the summer.	Adjust deadline based on revised timeframe for project for projected enrollment in January as well as partner office hours (anticipated ability to reach contacts), continue to reach out to establish partnerships.	Target: 1 MOU with GED partner signed 1 MOU with ESL partner signed 3 MOUs with "green" training partners signed To Date: 0 MOUs signed	Start: 1-Jul-13 End: 6-Dec-13	Based on scheduled start dates for most programs participant enrollment for the fall quarter will not be possible.
Enroll participants in classes	Start: 4-Sep-13 End: 3-Dec-13			n/a	n/a	Target: 25 GED students enrolled 20 ESL students enrolled 30 students enrolled in "green" technical training To Date:	Start: 6-Dec-13 End: 5-Jan-14	n/a
Recruit volunteer Worker Cooperative Coordinator	Start: 17-Jun-13 End: 1-Jul-13	Partially completed	Delayed	Posted listings but there has been a lack of responses to volunteer position postings	Identify partner organizations willing to provide in-kind staff	Target: 1 coordinator hired To Date: 0	Start: 17-Jun-13 End: 1-Sep-13	Identify partner organizations willing to provide in-kind staff
Create MOUs with supporting agencies in developing curriculum	Start: 17-Jun-13 End: 1-Jul-13	Partially completed	Delayed	Difficulty in securing partnerships due to capacity limits on the part of potential partners.	Adjust approach to minimize active participation and potentially increase willingness to provide input. Adjust deadline to accommodate delays to date.	Target: 5 MOUs signed To Date:	Start: 15-Jul-13 End: 14-Sep-13	Will use existing resources to develop curriculum and ask subject matter experts for agreement to review and provide feedback.
Develop worker cooperative curriculum	Start: 22-Jun-13 End: 21-Aug-13	Partially completed	Delayed	Too many competing activities with only one person working on them, framework as well as some of the initial pieces are in place but will not be completed by the initial deadline.	Postpone completion of curriculum to more realistic date based on competing priorities.	Target: 1 curriculum developed To Date: Outline in place, components identified, subject matter expert input needs identified	Start: 1-Jul-13 End: 21-Dec-13	Obtained a thorough resource that deals not only with specifics of worker cooperatives but also the business plan. Continued work on the curriculum with new resource as a platform for each of the components.
Create MOUs with host organizations to teach curriculum	Start: 21-Aug-13 End: 4-Sep-13	Partially completed	Delayed	Delayed compared to original planned completion date, many activities scheduled to be complete is still in progress.	Adjust completion date to match that of remaining MOU-related activities.	Target: 5 MOUs signed To Date:	Start: 21-Aug-13 End: 6-Dec-13	Discussing potential partnership in this area with organizations during interviews regarding their services.
Recruit and train volunteer curriculum facilitators	Start: 28-Aug-13 End: 18-Sep-13			n/a	n/a	Target: 5 facilitators recruited and trained To Date:	Start: 6-Nov-13 End: 5-Jan-14	n/a
Enroll participants	Start: 4-Sep-13 End: 25-Sep-13			n/a	n/a	Target: 50 participants enrolled To Date:	Start: 6-Dec-13 End: 5-Jan-14	n/a
Host curriculum	Start: 18-Sep-13 End: 17-Dec-13			n/a	n/a	Target: 50 graduates completed curriculum To Date:	Start: 6-Jan-14 End: 6-Apr-14	n/a

Appendix 4

Indicator	Source	Frequency
GED certification	Attendance records	Weekly
	Graduation records	Every 6 months
English proficiency	Attendance records	Weekly
	Proficiency test	Every 3 months
Job placement related to green training	Graduation records	Every 3 months
	Interview	Monthly starting 30 days following graduation
Change in earnings	Interview	At enrollment and every 6 months following completion of skills training
Change in knowledge of resources	Survey	Following every workshop
Change in partner clientele	Survey	Monthly
Change in partner ability to connect clients	Survey	Monthly
Creation of worker cooperatives	Survey	Every 3 months starting upon graduation
Sufficiency of knowledge to create worker cooperative	Survey	Upon graduation
Parent ability to provide educational support to children	Survey	Every 3 months starting upon curriculum completion
Parent ability to mitigate, recognize, and address children's gang involvement	Survey	Every 3 months starting upon curriculum completion
Effectiveness of Parents Anonymous group in providing resources and support	Interview	Monthly